

### Sample Social Story 1:

Xx tends to resist new tasks or activities she perceives as too difficult. Therefore, it may be helpful to introduce one or two short simple social stories that Xx will have immediate success with. After she has experienced success with this first story, additional stories can slowly be introduced.

## Hello I'm Xx

When I want to play, I say,  
"Hello, I'm Xx.  
What's your name?"



Next I say, "Want to play Barbie?"



It's nice to have friends to play with.  
Friends like it when you share and play together.



## Sample Social Story 2:

Xx often talks in a loud voice and can be disruptive in the classroom and in some public places. Xx most likely does not fully understand the difference between a quiet voice and loud voice. It may be helpful to pair the descriptive terms “quiet” and “loud” with a word that tells “where” the voice is appropriate, e.g., “quiet inside voice,” verses, “loud outside voice.” This type of simple comparison may help Xx learn what a “quiet” voice is and where she should use it. *Throughout the day, praise Xx whenever she spontaneously uses an appropriate voice volume by saying, “Xx, good job, I heard your, quiet inside voice!”*

Because Xx has learned to use her louder than normal voice to get attention and to signal that she wants to interact, frequent reminders about a “quiet inside voice” will most likely be very frustrating to her. It may be helpful to develop a simple, non-verbal cue to signal Xx to use her, “quiet inside voice.” For example, the adult could signal Xx that her voice is too loud by putting their index finger up to their lips (without actually saying, “Shhh.”) The social story below tells Xx about a “quiet inside voice” and explains the cue. Two stories about “quiet inside voice” are included, one for school and one for home.)

## My Quiet Inside Voice

Inside my classroom,  
I use my **quiet inside voice**.



My teacher helps me remember by putting her finger to her lips like this:

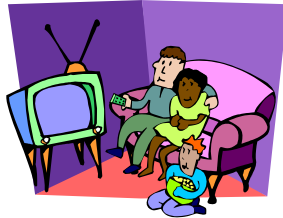


This means, Xx,  
“Please use your **quiet inside voice!**”  
My teacher will happy I used my **quiet, inside voice.**

## **I Can Use My Quiet Inside Voice at Home**

Sometimes at home,  
I need to use my **quiet inside voice.**

People can hear TV  
when I use my **quiet inside voice.**



People can hear when they talk on the phone  
when I use my **quiet inside voice.**



I use my **quiet inside voice** when we go to church.



My family helps me remember by putting their finger  
to their lips like this:



This means, Xx, “Please use your **quiet inside voice!**”



My family will be happy  
I used my **quiet inside voice.**